ENGLISH
AS A SECOND LANGUAGE

A Selective Bibliography
of
Supplementary Learning Resources

Language Services

Alberta
EDUCATION

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AS A SECOND LANGUAGE

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of
Supplementary Learning Resources

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PREFACE

English as a Second Language: A Selective Bibliography of Supplementary Learning Resources is a support document consisting of an annotated listing of resources selected to support English as a Second Language instruction in Alberta schools. The purpose of this listing of resources is to assist teachers in the selection of quality learning resources for students requiring English as a Second Language instruction. The list is not intended to be exhaustive or prescriptive; rather, it is selective and is intended to be used as a guide.

SCOPE

The document contains learning resources for teacher and student use in the English as a Second Language program, elementary through secondary. Selected student resources include both language development texts, references and content-area texts which promote the communicative skills of reading, writing, speaking, viewing and listening. Teacher references provide a theoretical and philosophical base as well as ideas and suggestions for teaching methods. All resources listed have a publication date of 1980 or post-1980 and are in print.

SELECTION CRITERIA

The learning resources were selected according to the following criteria:

1. The materials can be used in a variety of English as a Second Language programs in Alberta.
2. Themes, vocabulary, expressions and activities are appropriate to the students' ages, and to their levels of English language learning.
3. The content and suggested learning activities provide for the development of positive attitudes toward and a greater understanding of the English language and culture.
4. The content is current, accurate and free of obvious bias.
5. The materials emphasize standard and functional language and avoid the use of specialized terminology.
6. The materials provide for the development of all of the communicative skills.
7. The materials are adaptable to a variety of teaching and learning styles.
8. The general physical format is appealing (i.e., design, print, illustrations).
9. The materials are reasonably priced, durable and readily available.
10. The materials were found to be acceptable according to "tolerance and understanding" criteria set by Alberta Education.

FORMAT

The resources are listed under four categories: elementary, junior high, senior high and teacher reference. The entries are arranged alphabetically by author (anonymous or unattributed items listed by title). Each entry contains standard bibliographic information, special features, description of components, levels of use, suitability for self-study and an annotation. The format adopted for each entry is as follows:

Author.

TITLE. Place of publication: Publisher, date.

Recommended Level of Use *Components* *Other Levels of Use*

Annotation.

The following categories were employed to specify level of use:

Elementary (E)		Junior High (JH)	Senior High (SH)	Teacher Reference
Division I	Beginning Intermediate	Beginning	ESL 10A	Elementary
			ESL 10B	Junior High
Division II	Beginning Intermediate	Transition to Regular Program	ESL 10C	Senior High

The level at which a resource is most suitable has been defined as the "Recommended Level of Use." If there are other levels for which the resource is also appropriate, these have been stated as "Other Levels of Use." Teachers should therefore review all sections of the document for relevant resources.

ELEMENTARY

LEARNING

RESOURCES

Anderson, A.L.

PROBLEM SOLVING IN THE 80'S: A MATHEMATICAL WORKBOOK. LEVELS 4-6. Toronto: D.C. Heath Canada Limited, 1983.

DIVISION II: Intermediate *Workbooks, teacher's edition* *JH - Transition SH - 10B*

These workbooks can be used as a self-contained program to develop problem-solving skills and language across the curriculum. Student workbook contains problems involving concepts in numbers, operations and properties, geometry, measurement, and graphing. The diverse mathematical situations presented have practical applications. While the reading level of problems is accessible to ESL students, the concepts are challenging. Students will require teacher assistance to learn the vocabulary necessary to understand, interpret and solve problems. Teacher's edition advocates a four-step problem-solving procedure. As teachers guide students to develop strategies and skills at each step, communicative language and critical thinking skills are being promoted.

(Recommended Resource, Mathematics.)

Bittinger, Judith, and Ann Strunk, eds.

THE ADDISON-WESLEY PICTURE DICTIONARY. Reading, Mass.: Addison-Wesley, 1984.

DIVISION I: Beginning *Student reference*
DIVISION II: Beginning

A unique format is presented in that, some words are grouped by beginning alphabet letter names, while others are organized in meaningful context arising from a scene. Vocabulary within these scenes includes common ESL topics such as clothing and body parts. Some confusion may arise from the format; however, directed teacher lessons and increased use by students should overcome this. Extended and creative use of this dictionary is encouraged. Detailed suggestions are provided to incorporate activities such as classifying, sorting, spelling and sentence-building. Scene pages are intended as springboards for discussion, story-telling, vocabulary expansion and role play. An alphabetical index is included. This reference is suitable for self-study.

Burnaby, Barbara, et al.

CIRCLE. Markham, Ont.: Fitzhenry and Whiteside, 1985.

DIVISION I:	*Beginning*	*Two levels - 3 listen and read books,*
	Intermediate	*teacher's guide, workbooks,*
DIVISION II:	*Beginning*	*teaching pictures, picture cards,*
		cassettes, puppets,
		flannelboard figure patterns,
		9 pattern books (Kindergarten only)
		9 I-Can-Read books (Grade 1 only)

This comprehensive language program is specifically designed for Native children learning English as a second language. They can relate to the authentic stories which depict lives and culture of traditional and contemporary Natives in northern communities. It is also a valuable cross-cultural resource for other ESL and non-ESL students. This integrative program is based on three standard approaches - language experience, English patterns and vocabulary, and learning through literature. Instructional materials and activities are diverse and appealing, and incorporate concepts from science, mathematics and social studies. A well-organized teacher's book provides additional information on Native culture and second language teaching strategies. This program is suitable for self-study.

Claire, Elizabeth.

HI! New York: Minerva Books, 1985.

DIVISION I:	*Beginning*	*Text,**
DIVISION II:	*Beginning*	*workbook,*
		teacher's guide

The content in the student text and workbook reinforces core vocabulary, basic grammatical structures and communicative language useful and necessary for survival at the beginning stages. A listening component based on Total Physical Response is incorporated. Progression of teaching items is systematic and well-paced. Numerous opportunities to practice new concepts and vocabulary are presented. Variety in activities addresses individual learning styles. A few sections which are American in focus can be easily adapted to Canadian context. The teacher's guide provides detailed suggestions for oral presentation of lessons and group activities. A teacher or school aide with limited ESL experience can effectively use this text. This resource is suitable for self-study.

*Throughout this document, the term "text" refers to a student's book.

Greenwood, Brian, Fenwick English, and David Lonergan, eds.

CANADA RAINBOW SERIES: THE PROVINCES AND TERRITORIES OF CANADA. Agincourt, Ont.: GLC/Silver Burdett, 1984.

DIVISION II: Intermediate 12 student books *JH - Transition*
SH - 10B

Ten of the books provide basic information on each province; the other two provide an overview of Canada and the territories. Content covers geography, cities, industry, natural resources, points of interest, people and history. Includes a glossary, fact chart, maps, and colour photographs. Each book is approximately 22 pages long. Reading level may be a little difficult for students; discussion and clarification of vocabulary and concepts may be required. A valuable resource for thematic studies on Canada, social studies, research or report writing. This resource is suitable for self-study.

Johnson, Mary.

SURVIVAL ENGLISH FOR NEWCOMERS. Winnipeg: Clarity Books, 1980.

DIVISION I: Beginning *Text*
DIVISION II: Beginning

This practical handbook is designed for use with students who have very limited English. It can be easily employed by parent volunteers, school aides or tutors who require highly structured teaching materials. The tutoring situation is non-threatening for students, and instruction is self-paced. Basic techniques from the Direct Method are outlined to guide the tutor. Step-by-step lessons indicate specific vocabulary structures and procedures to follow. Language and concepts are carefully sequenced. Speaking, aural comprehension, print-and-word association and thinking in English are the main emphases. Suggestions on developing literacy skills with illiterate students are also provided.

Malloch, Jean.

CHIME IN. Toronto: Doubleday Canada, 1983.

DIVISION I: *Beginning* *8 texts, teacher's guide,*
Intermediate *blackline masters, posters,*
DIVISION II: *Beginning* *cassettes, wall charts*

Fifty-three poems and songs form the basis of this thematic and integrated approach to the teaching of beginning reading. While chanting or singing, students have an opportunity to practice reading in a meaningful and enjoyable context. The text and rhythm help to establish an awareness of sentence structure and provide patterns for writing. Selections can be easily adapted or extended. Each theme is expanded in a teacher's guide through activities related to language, mathematics, art, drama, environmental studies, music and physical education. Teachers can select appropriate songs and activities to supplement existing themes, or use individual themes in their entirety. This resource is suitable for self-study.

McInnes, John, Georgina Hedges, Norm Paddock, and John Sutherland.

NETWORKS: WRITING AND HOW - LEVEL A. Scarborough, Ont.: Nelson Canada, 1985.

DIVISION II: *Intermediate* *Text, teacher's edition* *JH - Transition SH - 10B*

This text, the first of three in the Networks Writing Program, can be used independently or as a complement to the Networks Reading Program. It is designed for regular students, but is also appropriate for use by ESL students. Writing is viewed as a communicative language process. Students learn to write by writing. They are guided through stages of the writing process and are exposed to tools and techniques used by writers. Extended writing experiences include narratives, poems, interviews, plays, reports, scripts and other forms of writing. Useful evaluation aids are provided for author, peer editor and teacher. This text is suitable for self- study.

(Recommended Resource, Language Arts.)

Nash, Pamela.

SEE HOW IT GROWS. Cleveland, OH.: Globe/Modern Curriculum Press, 1983.

DIVISION I: *Beginning* *12 student booklets*
Intermediate
DIVISION II: *Beginning*

These 12 information books on the life cycles of various animals and plants are concise, with controlled vocabulary. More advanced beginners enjoy reading these booklets while less able students may require assistance to read and understand the vocabulary and concepts. Each 16-page book includes informative and well-illustrated pictures. The simplified text and illustrations can be used by teachers to extend oral language and concepts. Follow-up language or creative writing activities can be developed easily. Teachers who theme and integrate science concepts into their language program will find this a valuable supplementary resource. These booklets are suitable for self-study.

Newby, Robert F.

SIMPLE LANGUAGE FAIRY TALE SERIES. Beaverton, OR.: Dormac, 1985.

DIVISION I: *Beginning* *5 texts,*
Intermediate *workbook*
DIVISION II: *Beginning*

Appreciation and enjoyment of traditional children's literature can be developed through the use of these stories. Titles include: The Three Bears, Hansel and Gretel, Little Red Riding Hood, The Three Little Pigs, and Jack and the Beanstalk. The text contains simple sentences with controlled vocabulary. Colourful pictures are appealing and motivating. Dialogue, which uses expressions from the original stories, accompanies the illustrations and can be used as the basis for role play or reader's theatre. Workbook contains exercises to reinforce vocabulary, sequencing and reading comprehension skills. Exercises can be adapted or extended to reflect the needs of more advanced beginners. This program is suitable for self-study.

Owen, Edward E., ed.

CANADA: A BOOK OF MAPS. Vancouver: Clare Educational Development Inc., 1985.

DIVISION II: Intermediate Student reference *JH - Transition*
SH - 10B

This comprehensive social studies reference contains a variety of well-designed and current maps and visuals dealing with numerous geographical and historical aspects of Canada. Students learn to label and read maps, photographs, timelines, and graphs. As students work with the maps, spatial and chronological relationships are developed. The historical graphics also enable students to understand the exploration and development of Canada. A knowledge of Canada's landforms, resources, climate, etc. is achieved through use of these maps. This resource is valuable to teachers interested in consolidating social studies concepts or in developing English skills across the curriculum. This resource is suitable for self-study.

(Recommended Resource, Social Studies.)

Paris, Judy, and Sandra Tracy.

MYTHS. Beaverton, OR.: Dormac, Inc., 1983.

DIVISION II: Intermediate Text *JH - Transition*

This resource consists of 10 classic myths and background information on ancient Greek and Roman beliefs and deities. These stories contain simple linguistic structures and are written at the grade 2 reading level. Concise and simple language makes these myths accessible to ESL students. Study questions can be used to evaluate the students' comprehension of vocabulary, characters, events and plot. A glossary is provided. This is a useful supplementary resource for teachers interested in exposing their students to different genres and developing an appreciation for Graeco-Roman mythology. This resource is suitable for self-study.

Pluckrose, Henry, ed.

TAKE A TRIP TO CANADA; TAKE A TRIP TO JAPAN; TAKE A TRIP TO CHINA. London, Ont.: Franklin Watts Limited, 1981, 1983.

DIVISION I: Intermediate 3 student texts *JH - Beginning*
DIVISION II: Intermediate

These three books, part of a 39-book series, have been selected specifically to reinforce areas of study in the social studies curriculum. They are also excellent resources for developing research skills and report writing. Teachers would find it worthwhile to consider other titles in the series for their multicultural value. Each book contains information regarding the history, people, customs and geography of a specific country. The text is comprehensible to ESL students with reading skills at a grade 2 level. Colourful photographs accompany the text. Also included are maps and lists of important facts and statistics. These books are suitable for self-study.

Polk, James, ed.

KIDS OF CANADA. Toronto: James Lorimer and Company, 1980.

DIVISION I: Intermediate 10 student texts
DIVISION II: Beginning

These ten books constitute Levels 1 and 2 of the "Lorimer Reading Series". Written by Canadian authors, these easy-to-read, quality stories reflect the multicultural nature of Canada and universal feelings and experiences in the lives of young children. The poems and cookbook add variety to the reading experience. Natural, predictable language and meaningful, relevant context are emphasized to facilitate the reading process. The stories provide alternative reading experiences and can be integrated easily into any program. They are an excellent introduction to longer fiction selections for beginning readers. Teaching suggestions that extend language activities and skills accompany each book. These books are suitable for self-study.

Rennick, Barbara, ed.

UNICORN: A READING AND LANGUAGE SERIES. READERS 1-7. Toronto: McGraw-Hill Ryerson Limited, 1984.

ELEMENTARY

Level 1 - Readers 1-5,
activity books A and B,
teacher's guide,
blackline masters,
teacher's guide to evaluation;
Level 2 - Readers 6-7
(same components)

Readers 1 to 7 constitute the grades 1 and 2 levels of the Unicorn series, a reading and language program designed for grades 1 through 6. Each reader contains a variety of traditional and contemporary literature, non-fiction selections, poems and songs which are organized into high-interest themes. Selections are beautifully illustrated. In Level 1, the patterned stories and repetitive language are particularly appropriate for beginning ESL students. More advanced students will be motivated by diverse genres in Level 2. Detailed suggestions for implementation and extension of the program are provided in the teacher resource books and activity workbooks. This program is suitable for self-study.

THE CHILDREN'S LANGUAGE PROGRAM. Don Mills, Ont.: Addison-Wesley, 1981.

DIVISION I: Beginning
DIVISION II: Beginning

12 thematic posters,
teacher's guide,
experience stories,
language units
(blackline masters),
12 reading booklets

This program, composed of 12 high-interest thematic units, maintains that reading proficiency is directly related to oral language development. A four-step teaching sequence is outlined to ensure that students find reading pleasurable and meaningful. An interesting aspect is the presentation of the reading booklets after sufficient vocabulary and experiences have been provided. These booklets are stimulating and well-illustrated. Many creative experiential activities are suggested in the teacher's guide. Blackline masters provide additional opportunities for language reinforcement and creative writing. Although specifically designed for young children, many booklets and activities are appropriate (or modifiable) for use by older ESL beginners. This program is suitable for self-study.

JUNIOR HIGH

LEARNING RESOURCES

Anderson, Karen Hunter, Kathleen Bruegging, and John Lance.

MISSING PERSON. A RADIO PLAY. New York: Longman, Inc., 1983.

BEGINNING *TRANSITION*	*Text,* *cassette*	*SH - 10A*

This mystery story, in the form of a radio play, provides excellent listening material for advanced beginner or transition level ESL students. The story line develops through dramatic episodes presented on cassette. To accompany the story, prelistening exercises promote discussion and prediction. Exercises are suggested such as listening for details, language, main ideas, function practice, and different points of view. A combined listening and reading focus is particularly helpful for students who are developing literacy skills. Tapescripts and an answer key are provided in the student text for oral practice and self-monitoring. This play is suitable for self-study.

Booth, David, and Patrick Lashmar.

THE WRITING PROGRAMME. Toronto: Globe/Modern Curriculum Press, 1984.

BEGINNING *TRANSITION*	*3 texts,* *3 teacher's guides,* *writing folders*	*SH - 10C (Book 3)*

This writing-based language arts program consists of three sequential student texts: Write Away, Write Along, and Write Again. The series combines purposeful reading and writing activities with an excellent selection of literature. Listening, speaking and drama activities are included. The resource reflects current reading and writing research, incorporating the writing process into all lessons as well as modes, patterns, and functions of writing. The student books contain suggestions and checklists for revising work, peer-editing, and self-evaluation. The teaching manuals provide evaluation techniques, checklists, and suggestions for individualizing particular activities, lessons, and assignments. This resource is suitable for self-study.

Boyd, John R., and Mary Ann Boyd.

BEFORE BOOK ONE: LISTENING ACTIVITIES FOR PRE-BEGINNING STUDENTS OF ENGLISH. New York: Regents Publishing Company, 1982.

BEGINNING	*Text,* *teacher's guide,* *4 cassettes*	*E - DIVISION II* *SH - 10A*

The focus of this resource is listening activities for pre-beginning students of English. It is appropriate for use with students who have not been exposed to the English language, or who lack literacy skills in the mother tongue. This resource, which reflects the notion that students with no English need time to begin processing the sounds of the language before they can begin using it effectively, uses as its contexts such concepts as numbers, parts of the body, shapes, locations, telling time, and articles of clothing. The teacher's manual provides good direction to inexperienced or untrained teachers as well as to those who are experienced in teaching ESL.

Byrd, Donald R.H., and Stanley J. Zelenski.

PEOPLE ARE FUNNY. Whiteplains, N.Y.: Longman, 1987.

BEGINNING	*Text*	*SH - 10A*

Humorous four-part picture stories provide the stimulus for conversation and writing activities for beginning level students. Vocabulary, comprehension, grammar, communication and writing are addressed following each story. The writing section provides a brief pre-writing activity intended to assist students in the final task of writing a story independently. Paired work is facilitated by dialogues in the communication section. Cooperative group work could easily occur with any of the picture stories. Authentic communication linked to writing is the focus of the resource. Each story has listed for teacher or student use both the language function and the grammatical structures which it reinforces. An answer key is also provided. This resource is suitable for self-study.

Davis, Ulrick Tuschek.

CANADA, THE WORLD, AND YOU: A WORKBOOK OF MAP AND GLOBE SKILLS. Toronto: Gage Publishing Limited, 1981.

BEGINNING *Text* *E - DIVISION II*
TRANSITION *SH - 10A*

This social studies resource provides a good framework for the orientation of ESL students to tasks such as finding direction, understanding scale, using different kinds of maps, and comprehending the relationship between the earth's rotation and time. Vocabulary, writing assignments and research projects are explored through Canadian geography. The language is accessible to ESL students, and the print large and legible. For students who are reading at approximately a grade 4 level and higher, this resource is appropriate as a supplement for a general orientation to social studies with a focus on Canada. This resource is suitable for self-study.

Dubin, Fraida, and Elite Olshtain.

THREE EASY PIECES: READING ENGLISH FOR FLUENCY AND ENJOYMENT. Reading, Mass.: Addison-Wesley Publishing Company, 1984.

TRANSITION *Text* *SH - 10A*

This resource contains three stories based on the themes of romance, adventure, and fantasy. The sentences are short and simple with a view to assisting ESL students to gain fluency in reading. The stories are sequenced to allow students to build upon skills they are acquiring progressively through each of the stories. Integrated exercises and linking activities follow each of the four chapters in each story. Excellent suggestions to the teacher are provided, as well as a core vocabulary list, a reading skills index, and an answer key. These stories are suitable for self-study.

Kuntz, Laurie.

THE NEW ARRIVAL: E.S.L. STORIES FOR E.S.L. STUDENTS. San Francisco, CA.: The Alemany Press, 1982.

BEGINNING *2 texts* *SH - 10A*

These stories are particularly useful for students who require basic literacy instruction or reading material written in accessible language. The stories describe the experiences of a southeast Asian refugee. Each book consists of a series of thematic chapters. At the end of each chapter there are exercises, questions requiring verbal or written answers, grammar practice, brief story-writing suggestions, and short vocabulary lists. Some teacher suggestions are provided, at the beginning and the conclusion of each of the two student books. These stories are suitable for self-study.

Merdinger, Polly, and Joel Rosenfeld.

EVEN IF YOU CAN'T CARRY A TUNE: GRAMMAR THROUGH POPULAR SONGS. Rowley, Mass.: Newbury House Publishers, 1984.

BEGINNING *Text, cassette* *SH - 10A*

This collection of 10 songs teaches grammatical structures and vocabulary through popular music. The text must be used with the cassette, as the words to the songs, although included in a key at the conclusion of the text, are not found in each lesson. A strong initial emphasis on listening and practising the structures embedded in the text is provided. Each lesson contains controlled and open-ended exercises, dialogues, cloze exercises, vocabulary, and suggested discussion and writing activities. The content is organized acording to grammar to be taught, the song, and a theme relevant to adolescence. These songs are suitable for self-study.

Molinsky, Steven J., and Bill Bliss.

LINE BY LINE: ENGLISH THROUGH GRAMMAR STORIES. New Jersey: Prentice-Hall, 1983.

BEGINNING
TRANSITION

6 texts,
audio tapes,
story cards

SH - 10A

This collection of "grammar stories" includes related activities that focus on retelling, role-playing, and small group or paired activities. The books have pictures accompanying each story. The stories are based upon themes frequently used in a second language classroom. Although the materials address all five communication strands, they emphasize reading and writing. Questions for discussion and/or writing follow each story, as well as an "In Your Own Words" section, which encourages students to write their own stories. These stories are suitable for self-study.

Palmer, Adrian S., et al.

BACK AND FORTH: PAIR ACTIVITIES FOR LANGUAGE DEVELOPMENT. Hayward, CA.: Alemany Press, 1985.

BEGINNING
TRANSITION

Text

SH - 10A

Designed to develop communicative language through paired student activities, this text emphasizes four skills areas: pronunciation and aural discrimination, describing, asking and answering questions, and constructing dialogues. These discussion skills are developed through word-sound identification and sequences of pictures for which dialogue can be formulated easily. Although the main focus is on oral, conversational language use, some reading skills and writing activities could evolve. Clear teacher instructions are given and a key to the dialogues is provided at the end of the book.

Rockcastle, Verne N., et al.

ADDISON-WESLEY SCIENCE. Menlo Park, CA.: Addison-Wesley Publishing Company, 1984.

BEGINNING *TRANSITION*	*Text,* *teacher's edition,* *teacher's resource book,* *experience and record books, materials' kits*	*E - DIVISION II* *SH - 10A*

This science series provides materials which are written in accessible language for junior high ESL students. Language development is promoted through the use of science content, moving the student from concrete, hands-on experiences to abstract understanding through problem solving, developing concepts, documenting experiments, and discussing and investigating scientific concepts and their applications. The content centres on life, earth, and physical sciences. Although all five communication strands are addressed, there is an emphasis on the inquiry process and on the integration of science activities with reading. This series is suitable for self-study.

Rosenthal, Marilyn S., and Daniel B. Freeman.

LONGMAN PHOTO DICTIONARY. White Plains, N.Y.: Longman, 1987.

BEGINNING *TRANSITION*	*Text*	*SH - 10A*

This excellent student reference contains clear, colourful, illustrative photographs and is easy to use. It is thematic, addressing common ESL teaching topics such as emotions, action at school, entertainment, space, and the supermarket. It reinforces language across subject areas by providing students with reference pages on temperature and weather, numbers, shapes and measurement, simple world and North American geography, and routes and road signs. Vocabulary is presented in a realistic and contemporary manner. Brief questions for conversation and description are found on every page. Suggestions to the teacher are clearly stated, a word list and grammar index is included, and a workbook to reinforce and improve vocabulary skills will soon be available. This reference is suitable for self-study.

Spears, Richard A., ed.

EVERYDAY CANADIAN ENGLISH DICTIONARY. Toronto: Copp Clark Pitman Ltd.,1984.

TRANSITION *Student reference* *SH - 10A 10B*

This easy-to-read student reference contains brief and clear definitions of entries selected for their frequency of use and their thematic relevance to basic, everyday subjects in life, such as school, sports, and feelings. Phonetic transcriptions are given to assist with pronunciation; parts of speech and grammatical structures are identified. Canadian spellings and pronunciations are used throughout. Additional reference information includes common abbreviations, simple rules for plurals, nationality words, prefixes and suffixes, maps, and Canadiana. This reference is suitable for self-study.

Yorkey, Richard.

TALK-A-TIVITIES: PROBLEM SOLVING AND PUZZLES FOR PAIRS. Don Mills, Ont.: Addison-Wesley Publishing Company, 1985.

BEGINNING TRANSITION *Text* *SH - 10A*

This book highlights cooperative, paired or small group activities which focus on meaningful communication. Students must create their own discourse in order to complete the tasks or solve the required problems. The contexts for the activities are interesting and relevant to students; for example, space invaders, map directions, the library, and the appointment book. The text consists of 128 blackline masters. Directions to the teacher are provided, as well as strip stories, crossword puzzles, and answer keys.

Zuern, Guenther.

IMAGES I: ENGLISH FOR BEGINNERS. Don Mills, Ont.: Addison-Wesley Publishing Company, 1985.

BEGINNING	*Text,* *teacher's edition,* *2 sixty min. cassettes*	*SH - 10A*

Photo stories provide the backdrop for the use of natural, conversational language. These materials can be used independently by the beginner in a multi-level classroom, or with an entire class. The visual format is useful for teaching beginners. Although the main focus is on building listening and speaking skills, reading and writing activities can also be developed. The materials are suitable for students who require basic literacy instruction. Brief notes to the teacher are included. The lessons are organized according to language functions, and there are review pages after every fifth lesson to provide ongoing informal evaluation. This resource is suitable for self-study.

SENIOR HIGH

LEARNING RESOURCES

Bartlett, Bruce.

THINK AND LINK. Toronto: Copp Clark Pitman, 1985.

ESL 10B *Text*

The purpose of this text is to expose students to language used for expository purposes and to prepare them for reading and writing in technical contexts. Short sample passages are given and follow-up activities lead to the elicitation of both format and vocabulary for particular types of organization. Students have the opportunity to work with graphs, charts and diagrams and learn to use them as tools for comprehension.

Boyd, John R., and Mary Ann Boyd.

ALICE BLOWS A FUSE: FIFTY STRIP STORIES IN AMERICAN ENGLISH.
Englewood Cliffs: Prentice-Hall, 1980.

ESL 10A *Text,*
ESL 10B *teacher's guide*

Alice has 50 problems which students must help her to deal with in this book aimed at the development of conversation and life skills. The format is standard from unit to unit. Each student receives a small piece of information about Alice's latest quandary and they must, as a group, piece together the whole story. Content is repeated through listening activities and a cloze passage. The teacher's book offers suggestions for additional language or life skills lessons. This book is particularly appropriate with upper level ESL 10A students for communicative practice.

Cameron, Bob, et al.

POETRY IN FOCUS. Toronto: Globe/Modern Curriculum Press, 1983.

ESL 10C — *Text, teacher's guide*

This book, which uses an exploratory approach to poetry, contains 24 thematically-based chapters. It is especially useful for introducing poetry to ESL students due to the degree of interpretive support offered. The well organized teacher's guide includes vocabulary study for each poem and succinct notes for planning and teaching. Blackline masters with activities relating to each chapter are included in the back of the teacher's guide.

(Recommended Resource, English Language Arts.)

Clarkson, Ellen.

SIX ACTS ON A FLYING TRAPEZE. Englewood Cliffs: Prentice-Hall, 1986.

ESL 10B — *Text, audiocassette*

This program is based on six fictional extracts from American literature. Rather than dealing with interpretation of text, students are given opportunities to experience the conditions which set the stage and to interact with a story's characters. Exercises lead students to opportunities for risk-taking, using language just learned, and experimenting with vocabulary. This program acts as a motivating technique for introducing ESL students to English literature.

De Franceschi, Marisa.

STORIES ABOUT REAL PEOPLE: ANOTHER LAND - ANOTHER LAUGH.
Windsor, Ont.: Mardan Publishing, 1982.

ESL 10A	*Text (stories and exercises),* *text (stories only),* *answer sheets*

This book contains 17 short stories, all humorous anecdotes about the immigrant experience. They are written in dialogue form and clearly illustrated. Each one deals with aspects of life in a new country from a newcomer's point of view. Lessons are accompanied by a variety of exercises to develop vocabulary, reading and writing skills, and to stimulate discussion. The author also includes a supplementary section of teaching techniques for working with basic level students.

Kind, Uwe.

TUNE IN TO ENGLISH. New York: Regents Publishing Company, 1980.

ESL 10A *ESL 10B*	*Text,* *audiocassettes*

This book exemplifies the "audiosingual" method. It contains 20 songs based on familiar tunes. Instead of standard lyrics, the authors have substituted new words utilizing different communicative functions. The pacing is slow enough for beginners to learn some of the songs; however, more advanced students could enjoy the content as well. Each song is followed by exercises and puzzles that develop the content. An answer key is included. This text is suitable for self-study.

Laporte, Penny, and Jay Maurer.

STRUCTURE PRACTICE IN CONTEXT (BOOKS 1-4). New York: Longman, 1984.

ESL 10A — *4 workbooks*
ESL 10B
ESL 10C

These workbooks are designed to complement and enhance an existing program of grammar study. They provide systematic practice, generally of the fill-in-the-blank or short answer type, but in various contexts: dialogues, letters, news articles. Each workbook is keyed so that this series would be appropriate for individualized programs. The format is attractive and clear, and the content is fairly interesting. The range of grammatical points covered is broad enough that ESL students at almost any level would benefit. These workbooks are suitable for self-study.

Massey, Donald.

CANADA: ITS LAND AND PEOPLE. Edmonton: Reidmore Enterprises Ltd., 1986.

ESL 10B — *Text*

A large, bright and clear introduction to Canada's geography, this book is a useful vehicle for bridging into social studies content. It contains good photos and well-labelled maps and charts that could easily be used for reading lessons. As well, comprehension questions and assignments are included in each chapter. The reading level of the content is appropriate to students at the 10B level and vocabulary is highlighted. Chapters would combine well with other books and films to become the basis of teaching units about Canada.

Mikulecky, Beatrice S., and Linda Jeffries.

READING POWER. Reading, Mass.: Addison-Wesley Publishing, 1986.

ESL 10B

Text,
(teacher's supplement),
(answer key)

Reading involves many activities and requires numerous skills. The authors of this book therefore advocate concurrent use of all four sections for overall development. The sections address reading for pleasure, reading comprehension, reading speed and thinking skills. They are thoughtful and interesting in their construction and organized so that some work can be programmed for self-study. The teacher's supplement offers concise information for each unit and includes ideas for additional activities.

Molinsky, Steven J., and Bill Bliss.

SIDE BY SIDE: ENGLISH GRAMMAR THROUGH GUIDED CONVERSATIONS.
Englewood Cliffs: Prentice-Hall, 1983.

ESL 10A

4 texts, tapes,
workbooks,
picture cards,
teacher's guides

This "conversational grammar book" for beginners is a highly involved introduction to English. It has a reading and writing base and assumes some literacy. Its strength is the extensive illustrations and lively cartoons. Units are of a manageable length and provide plenty of oral practice. Accompanying workbooks allow written practice of the same content, though usually limited to single-sentence responses. As students progress, supplementary materials would be needed for reading and writing.

Public TV Station WNET/THIRTEEN, New York.

CRITICAL TELEVISION VIEWING. New York: Cambridge, 1980.

ESL 10B	*Student work-a-text,*
ESL 10C	*teacher's annotated edition*

This book has been compiled by teachers, with a specific goal of developing in students critical skills for everyday TV viewing. The teacher's edition includes notes with suggestions for using the text with ESL students, but units are well-organized and interesting and the language used should not be problematic at the 10B or 10C level. Skills necessary for interpreting a particular medium are carefully developed; for example, fact versus opinion is introduced by looking at the news. Dramatic elements are looked at from the point of view of both the viewer and the writer. This book fits the aims of the viewing strand very well.

Safier, Fannie.

IMPACT: FIFTY SHORT SHORT STORIES. Orlando: Harcourt Brace Jovanovich, 1986.

ESL 10C	*Text,*
	teacher's manual

This book is a collection of very short stories by well-known authors. It has consciously been organized into chapters so that structural elements of story writing are highlighted. A glossary is provided for difficult vocabulary. Students are introduced to aspects of story analysis in short lessons that accompany and draw upon the stories as illustration. This book is attractive for teaching literature at the ESL 10C level because of: the selection of stories of manageable length, the focus on vocabulary and comprehension, and the conscious step-by-step approach to analysis.

Schecter, Sandra.

LISTENING TASKS FOR STUDENTS OF AMERICAN ENGLISH. New York: Cambridge University Press, 1984.

ESL 10A *ESL 10B*	*Text,* *teacher's guide,* *answer key,* *audiocassette*

This program of 20 units (each based on a short recording of authentic speech) exposes students to a variety of types of tasks required of listeners. Each unit focuses on the interaction of related listening and print material. Answer key is included. The most effective use would include follow-up activities that encourage students to use the language they have learned. The teacher's handbook includes a tapescript and activities for developing each task.

Selman, Mary, and Linda Mrowicki.

A NEW START - CANADA. Agincourt, Ont.: Dominie Press, 1984.

ESL 10A	*Text,* *2 workbooks,* *cassette program (4 C-60),* *teacher's guide*

This program is ideal for introducing students with limited or no literacy skills to the English language. It is based on an oral approach and deals mainly with life skills. Accompanying cassette tapes make independent oral practice and study possible. Literacy workbooks introduce functional reading and writing skills associated with topics in the student's book. Students move from recognition of word forms to practical written applications of writing skills. This book is well-illustrated and extremely useful for working with beginning students.

Sheehan, Thomas.

COMP ONE! AN INTRODUCTORY COMPOSITION WORKBOOK FOR STUDENTS OF ESL. Englewood Cliffs: Prentice-Hall, 1986.

ESL 10A	*Text,*
ESL 10B	*teacher's guide*

This book begins with concepts such as capitalization and sentence patterns, and provides opportunities for structured and free writing practice. Though the approach is sophisticated, this book introduces a comprehensive range of skills, including paragraph types, sentence variations and rhetorical devices. Because the text proceeds step-by-step, students have a chance to practice with various elements of writing before they are required to actually use them to express their own ideas.

TEACHER REFERENCES

TEACHER REFERENCES: ELEMENTARY

Calkins, Lucy McCormick.

THE ART OF TEACHING WRITING. Portsmouth, N.H.: Heinemann Educational Books, Inc., 1986.

ELEMENTARY *Text* *ALL*

Recent research about children's first language acquisition and language development has influenced ESL approaches. Writing is no exception. The author discusses her work with Native children's writing development and explains how a process-based approach can be used to inspire students. Of particular interest to ESL teachers is the description of stages of writing development. Strategies to improve quality of writing include conferencing, editing and publishing. The book also explores students' potential for learning through "modes" of writing, such as writing across the curriculum, report writing and poetry. Written in an anecdotal style, this comprehensive and probing resource is informative and readable.

Dixon, Carol N., and Denise Nessel.

LANGUAGE EXPERIENCE APPROACH TO READING (AND WRITING): LANGUAGE EXPERIENCE READING FOR SECOND LANGUAGE LEARNERS. Hayward, CA.: Alemany Press, 1983.

ELEMENTARY *Text* *ALL*

This book examines the Language Experience Approach and its value to ESL learners as a natural method of acquiring oral, aural, reading and writing skills. The author emphasizes the importance of meaningful reading material which reflects students' needs and rates of learning, and describes in detail procedures and strategies at each of the three identified stages of second language acquisition. The text also deals with word recognition activities and ways to teach writing. Examples of student work illustrate this approach. A modified program, described in the final chapter, demonstrates the flexibility of this method and its effectiveness as one approach to reading.

Donaldson, Judy P.

THE TRANSCULTURAL PICTURE WORD LIST (VOLUMES 1 AND 2). Holmes Beach, Fla.: Learning Publications, 1983.

ELEMENTARY *2 volumes* *ALL*

This reference is intended to help ESL students learn English while developing native language skills. Linguistic information on each language provides teachers with a summary of difficulties students from a specific language background may encounter. Translated letters to the home in any one of 33 languages, Dolch word lists and picture word lists encourage parents to reinforce at home what is being taught at school. A vital link between home and school can be established through use of these materials. Students' progress in English should be more rapid, and their pride in their cultural and linguistic heritage maintained.

Heald-Taylor, Gail.

WHOLE LANGUAGE STRATEGIES FOR ESL STUDENTS. Toronto: OISE Press, 1986.

DIVISION I: *Beginning* *Text*
Intermediate
DIVISION II: *Beginning*

This handbook discusses the Whole Language Approach to language learning and provides a rationale for its use. It is intended for teachers who work with ESL students in regular classrooms or withdrawal situations. Practical classroom strategies are organized under headings: Dictated Stories, Literature Strategies, Process Writing and Themes. They are discussed as they pertain to first language learners. Teachers may then compare or contrast the implications outlined for ESL students. Examples of student work provide concrete illustrations. Included is a language behaviour inventory which is a useful evaluation tool. Extensive bibliographies of trade books and professional references are also supplied.

TEACHER REFERENCES: JUNIOR HIGH

Blair, Robert W., ed.

INNOVATIVE APPROACHES TO LANGUAGE TEACHING. Rowley, Mass.: Newbury House Publishers, 1982.

JUNIOR HIGH *Text* *SH*

This excellent anthology of views on the teaching and acquisition of a second language will be helpful to any teacher interested in current theory and practice. The book is organized into five sections: background, the evolution of the comprehension approach, approaches to a rich acquisition environment, approaches to a rich learning environment, and an integrated approach. Each section is introduced by the editor, who comments on the historical perspective of, and the rationale for, each approach. Writers and researchers such as Krashen, Asher, Terrell, Gattegno, and Nida are some of the innovative authors whose points of view are presented. The book includes an extensive general bibliography and a bibliography based on types of teaching approaches.

Christison, Mary Ann, and Sharron Bassano.

LOOK WHO'S TALKING! San Francisco, CA.: Alemany Press, 1981.

JUNIOR HIGH *Text* *SH*

This teacher text provides a variety of concrete activities through which students can develop effective classroom communication skills. It uses a progressive format which moves students through an orientation to the classroom environment, working in pairs, in small groups, and in the whole group. Seventy-five activity plans are suggested, each one including approximate activity times and materials needed. The main objective of the resource is to assist students in developing speaking skills; however, many activities lend themselves to follow-up reading and writing activities.

Danesi, Marcel.

A GUIDE TO PUZZLES AND GAMES IN SECOND LANGUAGE PEDAGOGY. Toronto: OISE Press, 1981.

JUNIOR HIGH *Teacher reference*

This handbook gives an overview of current theory regarding the use of puzzles and games in a second language classroom, as well as a variety of specific activities such as word tricks, riddles, visual puzzles, match-ups, and well-known games for classroom use. Specific instructional objectives are given for each activity in order to clarify its function in language learning. The author points out that the use of such activities has value insofar as selections are meaningful, timely, and purposeful. A reference list provides a guide to additional resources that also list games promoting language learning.

ESL RESOURCE BOOK. Victoria, B.C.: Modern Languages Services Branch, Ministry of Education, 1986.

JUNIOR HIGH *2 volumes* *ALL*

This comprehensive two-volume resource book will be helpful to both ESL and regular classroom teachers. It covers K-12 levels and includes lesson ideas from a wide range of subject and content areas. The suggestions are designed to help teachers make the regular curriculum accessible and intelligible to ESL students. Volume I, which provides a framework for teaching a variety of skills including thinking and making connections to language structures in English, offers a section on the value of shared student and teacher experiences in shaping classroom contexts.

Volume II consists of a wide variety of teacher resources which are classified according to subject areas, particular skills, and specialized or integrated approaches. Publisher's addresses and an index to annotated resources are included.

Sion, Christopher, ed.

RECIPES FOR TIRED TEACHERS. Don Mills, Ont.: Addison-Wesley Publishing Company, 1985.

JUNIOR HIGH *Text* *SH*

This teacher text offers 81 strategies for use with ESL students, from the beginning level through to the advanced level. Each activity includes suggestions to the teacher regarding pre-class preparation, the appropriate language level, materials needed, and the approximate time needed to complete the activity. The exercises address activities such as language games, group dynamics, role-playing, vocabulary, creative thinking and writing, listening and speaking, and reading and writing. It is a useful supplementary resource for student work on particular language functions.

Yalden, Janice.

COMMUNICATIVE LANGUAGE TEACHING: PRINCIPLES AND PRACTICE. Toronto: OISE Press, 1981.

JUNIOR HIGH *Text* *SH*

This handbook discusses the communicative approach to language teaching and the rationale for using it, and provides an overview of various other methodologies used in second language teaching to illustrate how the communicative approach has evolved. The book shifts the emphasis in teaching from linguistic forms to expressing meaning through language. The writer suggests a variety of classroom activities such as problem-solving, role-playing, and interactive tasks, discusses curriculum and evaluation, and provides an appendix of suggestions for authentic classroom materials.

TEACHER REFERENCES: SENIOR HIGH

Cantoni-Harvey, Gina.

CONTENT-AREA LANGUAGE INSTRUCTION: APPROACHES AND STRATEGIES. Reading, Mass.: Addison-Wesley, 1987.

SENIOR HIGH *Text* *ALL*

This book will help ESL teachers and regular classroom teachers who have ESL students in their classes. It contains practical sections on the role of literacy, reading and writing, and second language approaches. The section on content-area instruction gives suggestions for working with students at all language levels, and techniques to assist when just a few ESL students are in the class. This publication addresses needs in elementary and secondary levels by offering background and practical strategies for dealing with mainstream content and ESL students.

Klippel, Friederike.

KEEP TALKING: COMMUNICATIVE FLUENCY ACTIVITIES FOR LANGUAGE TEACHING. Cambridge: Cambridge University Press, 1984.

SENIOR HIGH *Handbook*

This book contains a wide variety of ideas and formats for oral communication. Included are ideas for interviews, questioning activities, discussions and problem solving as well as role play and stories suitable for all levels and all types of students. The author begins with some background about teaching oral language that is practical and comfortable. Included are a structural and a level-based index to facilitate access to appropriate activities. The inclusion in Part 2 of worksheet masters for some of the activities provides useful stimuli for many of the techniques described.

LONGMAN DICTIONARY OF AMERICAN ENGLISH: A DICTIONARY FOR LEARNERS OF ENGLISH. White Plains, N.Y.: Longman, 1983.

SH - 10B
10C

Dictionary

This reference book is suitable for upper level ESL 10A students. It uses standard dictionary format, but is limited to 2000 words. Numerous example sentences are given. In the introduction, students are given practical exercises to teach the use of this type of reference. An additional feature is "Spelling Note", which directs students to alternate spellings of initial sounds (e.g., night, knight) where they may occur.

Rinvolucri, Mario.

GRAMMAR GAMES. Cambridge: Cambridge University Press, 1984.

SENIOR HIGH

Text

This book contains a wide variety of games and ideas that involve grammar and communication. The five sections are organized by the type of game (e.g., competitive, cooperative), and cross references indicate the particular grammar points used in carrying out the game. The section on board games and dominoes includes visuals for teacher use. This is a valuable resource book for any language classroom.

Thomson, Audrey Jean, and André V. Martinet.

A PRACTICAL ENGLISH GRAMMAR, 3RD ED. Oxford: Oxford University Press, 1980.

SH - 10B *Text*
10C

A good reference grammar is needed by teacher and student alike. This book is quite thorough in its exploration of English grammar, though its authors have been careful to maintain its intelligibility to laymen. It has been written in straightforward English and includes examples for each point illustrated. Content is easily accessed either by means of the table of contents or the well-structured index.

Ur, Penny.

TEACHING LISTENING COMPREHENSION. Cambridge: Cambridge University Press, 1984.

SENIOR HIGH *Text*

Listening can be one of the most overlooked skills in an ESL student's development. This practical handbook offers teachers some background as to the elements of listening and how comprehension develops. It presents ideas for developing or adapting lessons for listening at all levels, focussing on a variety of techniques and elements. This book would also be useful reading for librarians in charge of selecting self-study materials.